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ABSTRACT

The purpose of this study was to describe the recent extent and distribution of work experience of young people in Scotland, using data from the Scottish Young People's Survey (SYPS). SYPS, based on a 10 percent sample of all schools in Scotland, is conducted biennially in spring by mail and achieves a response rate of around 80 percent. In the 1987 survey, 20 percent of the respondents reported that they had had a work experience placement. Analysis of earlier surveys indicated that this was the highest percentage over the past decade. The range across local education authorities for work experience was from 12 percent to 32 percent. More girls, 22 percent, went on work experience than boys, 18 percent. The 5 Technical and Vocational Education Initiative (TVEI) pilot projects had 70 percent of their students in work experience placement. The extent of part-time work during the school term was 45 percent, compared to the 20 percent of work experience placement. A greater proportion of girls than boys had a part-time job. It is suggested that the use of students' own part-time jobs could help to achieve work experience for all students. Integrating the part-time work of some pupils into work experience provision would enable schools to concentrate on finding additional placements for the 44 percent of students who have neither part-time jobs in term-time nor go out on work experience. (23 references, 10 tables) (CML)

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Beyond the Gate: Work Experience and Part-Time Work among Secondary-School Pupils in Scotland

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Introduction

Education-industry links have been the focus of greater attention over the last decade as the Government has put increasing emphasis on encouraging schools and employers to bridge what it sees as the "historical divide between business and education ... to bring greater relevance to their [young peoples'] education and to prepare them better for working life" (DTI, 1988 Cm 278, P.19). Work experience for pupils has been a common strategy in efforts to achieve these aims and now, with the extension of the Technical and Vocational Initiative (TVEI) and the Government's Education and Enterprise Initiative, secondary education faces the challenge of providing work experience for all pupils:

> "every young person should have two or more weeks of work experience, suited to his or her ability and needs, before leaving school" (DTI, 1988)

Much of the literature on work experience concentrates on a discussion of the objectives of work experience, its value to pupils, schools and employers, how its educational benefits can be realised and how it should fit into the curriculum. The issue of how work experience can be most effectively organised and administered is also a common concern and case-studies of the operation of local work experience schemes feature strongly in work experience literature. (Eggleston 1982, Fuller 1987, Holmes, Jamieson and Perry 1983, Jamieson 1985, Ifaplan 1986, MacDonald and Black 1987, Saunder 1987, Shilling 1989, Watts 1983). Watts (1983) summarised these concerns as the "how" and the "why" of work experience: how to do it and why do it. Although several surveys which dealt with the extent of work experience were undertaken in the seventies (Walton 1977, Gray and Raffe 1978, DES 1979, SCIP 1977-80) and more recently by the DES (1977), the CBI (1988) and by the national evaluation teams in respect of TVEI (Sims 1987, Bell *et al.* 1988), less has been written about the availability of work experience and its take-up from a national perspective, considering not only the extent of work experience but other aspects such as its

timing and the attainment of the young people concerned. As those concerned with work experience contemplate the prospect of extending provision to cover all pupils, this paper considers not the "how" and "why" of work experience but what might be termed the "who", "when", and "how much". It aims to describe the recent extent and distribution of work experience in Scotland, drawing on data from the Scottish Young People's Survey (SYPS) and to discuss the implications for the extension of work experience. In considering the future of work experience it also examines another important but frequently disregarded aspect of pupils' experience of working life, that of part-time work.

The SYPS consists of a leavers' survey of young people who left school from the previous session (from S4, S5 and S6) and a cohort survey of young people who had been in the fourth year of secondary school the previous year. (In Scotland pupils transfer to secondary schools at 12 and most are eligible to leave from fourth year (S4), the "normal" final compulsory year. About one third are too young to leave then and must stay for another term, until Christmas of S5.)

Both surveys cover all schools in Scotland and are generally based on a 10% sample. The survey is conducted biennially in spring by post and achieves a response rate of around 80%. Most of the data in this paper comes from the leavers' survey, mainly because this has been in operation longer than the cohort survey (since 1977 and 1985 respectively) and so provides data for a comparison of work experience provision and part-time employment over time. With the exception of the 1983 survey, each has included questions on work experience, for example:

> "Some schools send their pupils out on placements with employers or community groups for short periods of unpaid work experience. Did you ever go on this type of work experience during your fourth year at school?"
>
> and
>
> "Did you ever go on any type of work experience during your fifth [sixth] year at school?"

Apart from 1981, surveys have also asked about part-time work:

> "Did you have a paid part-time job in term time during your fourth [fifth, sixth] year at school?"

There are some differences in wording in the questions on work experience and part-time jobs but these are minor and the questions are comparable.

The extent of work experience

In the 1987 survey, leavers were asked whether they had had a work experience placement. Overall 20 per cent reported that they had had such a placement. (Table 1)

Analysis of earlier surveys shows that the figure of 20 per cent represents the highest point over the past decade. (Table 1). It might have been expected that the effect of industrial action by teachers during this period would have led to a cutback in work experience provision. But earlier surveys indicate that rather than work experience dropping back in 1987, in fact it continued the steady increase since 1979. Of course one can argue that the increase might have been larger without the effect of industrial action, but not only was the figure in 1987 higher than in previous years but the rate of increase over this period quickened. Although it is encouraging to see that the amount of work experience in Scotland has been growing, it started from a very low base; much effort will be required to achieve work experience for every pupil within a reasonable time-scale.

In 1987 S4 was the most popular time for work experience when 16 per cent of leavers' had placements compared with 5 per cent in S5 and 2 per cent in S6 (Table 2). Although only a fifth of pupils had work experience, a substantial number of these pupils had work experience more than once. 47 per cent of those who had a work experience placement in S5 had already been on work experience in S4; 29 per cent of those going out on work experience in S6 had been on work experience in S5 and

13% had had work experience in S4. The question of multiple placements will have to be considered more carefully over the next few years when there will be much greater pressure on finding enough placements for all pupils. Schools will have to take clear decisions about the frequency of work experience for each pupil, perhaps, for example, deciding that each pupil will only have one work experience placement. Another aspect of multiple placements is whether they are being planned in a coherent and progressive way to build on the pupils' previous work experience or simply happening in a rather haphazard fashion with little relationship to the prior placement. If the latter is the case, it means that the potential benefits to pupils are not being fully realised and thus wasting what will be an increasingly scarce resource.

Although 20 per cent of pupils across Scotland reported work experience, there were considerable variations across local education authorities in the proportions of pupils who received work experience, ranging from 12 per cent to 32 per cent. The local unemployment situation is frequently assumed to be one of the most vital factors in determining whether schools can acquire work experience placements. It is a concern that figures prominently in discussions about whether schools in certain areas will be able to offer work experience to all of their pupils. The local labour market is an influence but when we compare placement rates across education authorities as measured against the respective local unemployment rates for school leavers no clear correlation emerges between levels of youth unemployment and the levels of work experience achieved. For example, in 1987, Renfrew with a high rate of youth unemployment and Grampian with a low rate both sent 24 per cent of their pupils out on work experience; if we compare Renfrew with Dumbarton which shared an unemployment rate of over 17 per cent, Renfrew achieved double the proportion of work experience than did Dumbarton (24 per cent and 12 per cent). Tayside, Fife and Dumfries and Galloway, all in the middle range in terms of youth unemployment, had similar rates of work experience to Ayr, Glasgow and Lanark, all in areas with high rates of youth unemployment. It seems that factors other than the local

unemployment situation are more important in determining the success of education authorities in providing work experience for their pupils.

Who does work experience?

A greater proportion of girls than boys went out on work experience (22 per cent vs. 18 per cent). This holds true at every stage, in S4, S5 and S6 (Table 2). As the level of work experience has grown since 1979, girls have gained a greater share of this increase (Table 1). The greater proportion of girls than boys who had work experience is probably accounted for by the nature of many work experience placements. It is often easier for schools to acquire what are ostensibly "girls' placements", for example in shops and offices, than in the manufacturing or construction industries. Given traditional attitudes to work roles by pupils, their parents, teachers and employers, more of the available placements are thus seen as "suitable" for girls rather than boys. The issue of gender stereotyping in work experience poses a challenge to schools in the task of trying to achieve work experience for everyone. Not only is such stereotyping undesirable if education is serious about equal opportunities, but it also raises practical difficulties which work to the disadvantage of boys. If enough places are to be available for all boys and girls, then everyone concerned with work experience programmes may have to be prepared to think in a less traditional way about what are appropriate placements for boys and appropriate placements for girls. Logistical considerations may thus reinforce educational and social arguments for opposing gender stereotyping in work experience.

There was a substantial imbalance in terms of attainment among those going out on work experience (Table 3). 28% of those with no 'O' or Standard Grades (1-3) had work experience compared with 14% of pupils with 7 or more 'O' or Standard Grades. The uneven spread of attainment is even more pronounced if one considers the figures for S4 when the bulk of work experience took place. At this stage, only 8% of pupils with 7 or more 'O' or Standard Grades and 11% of those with 4-6 'O' or

Standard Grades did work experience. The figures for S5 and S6 reflect the fact that by then most of the less academic pupils had left school, nevertheless, only very small proportions of high attaining pupils had work experience: 5% in S5 and 6% in S6 of pupils with 7 or more 'O' or Standard Grades.

The association of work experience with lower attaining pupils is a long-standing one. Work experience is still used as a convenient answer to the problem of what to do with non-academic pupils and S5 Christmas leavers (those too young to leave at the end of S4 and required to stay at school until Christmas). The difficulty of achieving a full ability spread on work experience is hampered both by this attitude and also the view, frequently held by academic pupils, their parents and their teachers that it is a damaging waste of time at the expense of their S.C.E. classes. The difficulty of persuading all of these groups that work experience is worthwhile if it means losing a week or so from SCE classes is a common problem. Frequently work experience for these pupils, if it takes place at all, has to happen after the SCE exams in the summer. However, it will not be possible to continue timing work experience for all academic pupils in the few weeks left after SCE exams. If all pupils are to have work experience, placements will have to be used throughout the year and not just by non-academic pupils. The very fact that every pupil is now supposed to do work experience might make it easier to persuade pupils, parents and teachers since every SCE candidate will lose a week or so out of their timetable and so will be equally disadvantaged in this respect.

Decisions about the nature and timing of work experience will be important in convincing academic pupils about its value: if work experience is certificated or integrated into a certificate course, this might help in the task of persuasion, but only if the certificate or course itself has status; work experience for pupils staying on for Highers is sometimes deferred to S5, but perhaps S4 would be a better time since the preparation for O/Standard Grades is less pressurised than for Highers; other practical issues such as whether work experience on a block basis is the best way to provide it

for certain pupils and whether work experience programmes could make use of pupils' part-time work are other aspects that need to be considered. But the challenge in providing work experience for every pupil across the attainment level is not simply a question of finding enough placements but also one of changing attitudes and persuading pupils, parents and many teachers that it is a worthwhile activity for pupils of all attainment levels.

Figures from the 1981, 1985 and 1987 surveys show some movement in the "right" direction in terms of a better balance in the attainment of those having work experience (Table 4).

Over the period 1981 to 1987, a growing proportion of pupils in each attainment band went out on work experience. Although by 1987 it was still the case that pupils with less than 3 'O' or Standard Grades were more likely to have work experience than those with higher attainment levels, the rate of increase of participation in work experience rose faster amongst the high attainers. The proportion of pupils with 7 or more 'O' or Standard Grades who had work experience rose by a factor of almost 5% compared with a factor of 1.5% in respect of those with no 'O' or Standard Grades.

The TVEI example

The Technical and Vocational Education Initiative (TVEI) was launched in 1983 as a pilot scheme which aimed to develop programmes that would give 14-18 year-olds of all abilities a more relevant and practical preparation for adult and working life. Among the criteria set out by MSC for TVEI was that it should provide appropriate planned work experience as an integral part of any programme. TVEI represents the best resourced initiative in secondary education with the aim of providing work experience for all of its participants. As such the experience of TVEI pilot projects in trying to meet this target is relevant to the current intention to move towards work experience for every pupil.

Pilot TVEI projects have a member of staff, usually full-time, responsible for acquiring and managing work experience placements. Table 5 shows the extent to which the first five Scottish projects managed to provide work experience for their first cohort.[1]

Seven in ten of TVEI pupils had work experience in S3 or S4. This contrasts with 16 per cent in S4 across Scotland outside of TVEI. (TVEI pupils were surveyed as part of the year group rather than the leavers' component of the SYPS therefore the figures in Table 5 are based on year group data, hence the slight differences from the figures for S4 in Table 2) This level of work experience is an indication of what can be done if work experience is made a mandatory element and is also generously resourced. These figures refer to the first TVEI cohort. Staff involved hoped to improve on this level of work experience in subsequent years although it could also be argued that as TVEI becomes less novel to both education and industry then placements will be harder to find. Within the overall figure of 70%, there were considerable variations across projects in the proportions of TVEI pupils who had a work experience placement. This ranged from 49 to 87 per cent. The apparently plausible suggestion that difficult labour market conditions dictate the level of work experience did not hold good. Project B, which had a low unemployment rate only succeeded in placing 49% of its pupils, yet Project D, in an area of high youth unemployment, provided work experience for 71% of its TVEI pupils. The TVEI example reinforces the point made earlier that the successful delivery of work experience is not necessarily dependent on the local unemployment situation. Management and delivery mechanisms seem to be more important factors in achieving work experience placements than local labour market conditions.

The TVEI experience also reflected the gender differences evident in the figures presented earlier for work experience in Scotland as a whole. Once again in the case of TVEI, a greater proportion of girls than boys had a work experience placement. Although TVEI has an explicit commitment to achieving equal opportunities as well as

to providing work experience for everyone, it has made little if any impact in widening the type of placements undertaken by boys and girls (Bell, Howieson, King and Raffe, 1988). TVEI clearly illustrates the dilemma for education in trying to pursue equal opportunities in the face of a labour market which is segregated on the basis of gender in which women are concentrated in a relatively few occupational areas (clerical; catering, cleaning and hairdressing and other personal services; and education, health and welfare). On the one hand, to fulfill equal opportunities policies and to provide work experience to all boys and all girls, education needs to break down traditional attitudes to work roles. On the other hand, work experience is meant to be an introduction to the "world of work", itself unbalanced in terms of gender. There is a basic contradiction in what education is being asked to do and which is not recognised in the government's initiative on work experience. If there is to be a sufficient number of placements and if work experience is not to reinforce stereotypical educational and career choices based on traditional attitudes to work roles, it is likely that a more proactive approach to work experience provision will have to be adopted. In the Swedish work experience system, boys must have a placement in an occupation where women predominate and girls go into a traditionally male occupation (Marklund, 1987). Perhaps this should be considered in the British context.

TVEI reversed the pattern in relation to the attainment levels of pupils who go out on work experience (Table 6).

In TVEI, work experience was slightly skewed up the attainment range rather than heavily biased downwards as was the case outwith TVEI work experience. In the TVEI projects 76% of pupils with 7 or more 'O' or Standard Grades had work experience compared with 7% in non-TVEI work experience provision.

The more balanced attainment spread in TVEI work experience is all the more creditable because this TVEI cohort itself was unbalanced in terms of fourth-year

attainment levels, being skewed down the attainment range. The relative success of TVEI in placing more higher attaining pupils on work experience seems to offer weight to the view that only by making work experience a mandatory part of the curriculum for pupils of all abilities, will a full attainment spread be achieved.

Part-time work

One of the most common aims for work experience, especially for pupils' first placements, is that it should provide a general introduction to "the world of work", and enable young people to see the sorts of demands that work makes and the skills and disciplines involved. Yet a considerable number of young people already have some knowledge and experience of work through their own part-time jobs. Indeed, it could be argued that their part-time jobs give a greater taste of the reality of work - they have to apply for the jobs themselves and convince employers of their worth in an interview, turn up on time, and perform their jobs satisfactorily over an extended period, not just for a week or so. If they fail to do this they know that their employers will have little hesitation in sacking them. In comparison work experience is a soft option (Varlaam 1983). There is some evidence that part-time work, unlike work experience, correlates with later employment, one study suggested that a part-time job increased the probability of work by 10 percentage points (Main and Raffe, 1983). Whether or not this is a relevant or even desirable consideration for schools depends on the aims they set for work experience.

Table 7 shows the proportion of pupils reporting part-time work during term time. The figure of 45% is an underestimate of the total amount of part-time work done by pupils since it excludes holiday jobs.

The extent of part-time work was greater than the amount of work experience undertaken (45 per cent vs. 20 per cent). Moreover, while the proportions of pupils who went out on work experience dropped in each successive year, the proportion of

pupils with part-time work increased steadily: by S6, 53 per cent of pupils had a part-time job. As one would expect, the amount of part-time work varied across education authorities, ranging from 31 to 61 per cent. The local youth unemployment rate did seem to have a bearing on the number of pupils able to find part-time jobs. For example, four of the divisions in Strathclyde which all suffered from high youth unemployment had amongst the lowest levels of part-time work. But even in these areas, the percentage of young people with part-time jobs was higher than the percentage of those who had work experience. The level of part-time work has remained fairly constant since 1979 (Table 8), ranging between 42 and 48 per cent.[2]

A greater proportion of girls than boys had a part-time job and this difference became more marked between S4 and S6. By S6, 63 per cent of girls, compared with 41 per cent of boys had a part-time job in term time. The explanation for this appears to be the same as in the case of work experience - that much of the work that is available as part-time jobs for school pupils is seen as more suitable for girls than for boys. There was a greater spread of attainment levels among those who had part-time jobs compared with pupils who went out on work experience (Table 9). Indeed, a higher proportion of the most academic pupils had a part-time job (29%) than the least academic (25%), although the middle-attaining pupils with 1-3 and 4-6 'O' or Standard Grades had the highest proportions (34% and 35%).

Also in contrast with work experience, the proportions of academic pupils with a part-time job increased each year. By S6, 56% of pupils with 7 or more 'O' or Standard Grades had a part-time job.

More pupils experienced the world of work through part-time jobs than did through work experience (45 per cent compared with 20 per cent, Tables 2 + 7). For at least 36 per cent of pupils a part-time job was their only experience of the world of work, since they had never had a work experience placement (Table 10). (The figure of 36% would be higher if holiday jobs were included.)

We can see that only 8% of pupils had both work experience and part-time employment and 12% had work experience alone. It seems sensible in view of the difficulties in acquiring enough placements to enable all pupils to have work experience, that schools should attempt to make use of their pupils' exposure to work through their own part-time employment. At the very least, work experience programmes should acknowledge and draw upon pupils' jobs to help them reflect on this work as well as their official work experience. But there is also the possibility of using part-time jobs directly instead of finding extra placements for these pupils. This has its own difficulties. Some part-time work undertaken is illegal and so could not be used. Some might question whether the routine type of work usually involved in many part-time jobs would provide the basis for a worthwhile work experience programme. But it is arguable whether the quality of many of the placements in some official work experience schemes is very different and it does depend on the aims for any particular work experience scheme whether a part time job would be appropriate or not. General aims such as increasing awareness about work and work roles can be achieved in most job situations. At least it is possible that pupils' part-time work could be used towards meeting some of the aims of a work experience programme, if not all of them, or as youngsters' first placements.

Staff could discuss with pupils taking part in work experience programmes, whether they have a part-time job, and if so, whether they would like it to use it as their work experience placement. Although it is likely that direct monitoring by staff through placement visits would not be possible with part-time jobs, self-assessment and evaluation by pupils themselves could be used. The difficulty of monitoring emphasises the crucial need for proper preparation and de-briefing so that pupils are able to use their jobs as a learning opportunity and reflect on their experience.

If part-time jobs are not taken into account, then the experience of one TVEI project is likely to be repeated frequently over the next few years as more young people are given the opportunity of work experience. In this instance, a local

supermarket had agreed to take a number of TVEI pupils on work experience but neither the supermarket manager nor TVEI staff realised that a considerable number worked there on Saturdays and in the evening. Consequently, the programme that had been devised was inappropriate because it did not take account of pupils' experience in the supermarket. It also meant that TVEI staff had spent time and effort trying to negotiate placements for pupils which in the end turned out to be more or less the same as their own part-time jobs. This experience led to discussions between the project and the supermarket to try to work out how the youngsters' part-time work with the company could serve as their work experience provision.

The use of youngsters' own part-time jobs could help to achieve work experience for all pupils. Integrating the part-time work of some pupils into work experience provision would enable schools to concentrate on finding additional placements for the 44 per cent of pupils who have neither part-time jobs in term-time nor go out on work experience (Table 10).

Just under half of pupils in Scotland have no exposure to working life, either through work experience or through part-time employment. Within this group, "academic" pupils especially and boys in particular, are least likely to have work experience or part-time jobs. Academic boys are most likely to be missing out and perhaps should be a particular target group in the initiative to provide work experience for all.

Notes

1. The data are based on an enhancement of the 1987 SYPS, which supplemented the national 10% year group sample to include the remaining 90% of the year group members in the TVEI schools.

2. The difference between the 43% figure given for 1987 in Table 7 and the 45% in Table 6 is accounted for by the different wording

of the questions. The 43% is based on a question referring to part-time jobs in the last year of school and the 45% on questions relating to part-time work in S4, S5 and S6.

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Table 1

Work Experience in Scotland 1979-1987 (percentages)

		1979	1981	1985	1987
Ever had a work experience placement	All	8	12	15	20
	M	8	11	13	18
	F	8	12	19	22
		(n=4265)	(n=5508)	(n=3009)	(n=5751)

Source: SYPS 1979, 1981, 1985 and 1987

Table 2

Work Experience in Scotland (percentages)

	All	M	F
All pupils			
Ever had work experience	20	18	22
Had work experience: in S4	16	15	17
in S5	5	4	6
in S6	2	1	2

n=5751

Source: SYPS 1987

Table 3

SCE Attainment by Work Experience (percentages)

	No 'O'/Standard Grades (1-3)	1-3 'O'/Standard Grades (1-3)	4-6 'O'/Standard Grades (1-3)	7+ 'O'/Standard Grades (1-3)
Ever did work experience	28	21	16	14
n	(1507)	(1609)	(1366)	(1233)
Work experience in S4	28	17	11	8
n	(1443)	(1594)	(1354)	(1228)
Work experience in S5	18	12	7	5
n	(423)	(755)	(999)	(1109)
Work experience in S6	7	8	7	6
n	(29)	(166)	(497)	(786)

Source: SYPS 1987

Note: Percentages shown are based on the number of pupils in each attainment band in the relevant school year(s).

Table 4

SCE Attainment by Work Experience 1981-1987 (percentages)

	1981	n	1985	n	1987	n
No 'O'/Standard Grades (1-3)	19	(1091)	21	(856)	28	(1507)
1-3 'O'/Standard Grades (1-3)	10	(1660)	17	(821)	21	(1609)
4-6 'O'/Standard Grades (1-3)	7	(1227)	10	(690)	16	(1366)
7+ 'O'/Standard Grades (1-3)	3	(998)	12	(642)	14	(1233)

Source: SYPS 1981, 1985 and 1987

Note: Percentages shown are based on the number of pupils in each attainment band in the relevant school year(s).

Table 5

Ever had work experience placement in S3 or S4 (percentages)

	TVEI in S3/4(1)	Others(1) in TVEI schools	Rest of Scotland (2)
All	70	8	16
Male	64	6	14
Female	78	11	16
Project A	87	2	
Project B	49	18	
Project C	87	5	
Project D	71	12	
Project E	53	11	
		n=8566	n=6279

(1) Based on TVEI questionnaire in cohort survey, 90% sample.
(2) Based on main cohort survey, 10% sample.

Source: SYPS 1987

Table 6

SCE Attainment by Work Experience in TVEI (percentages)

	No 'O'/Standard Grades 1-3	1-3 'O'/Standard Grades 1-3	4-6 'O'/Standard Grades 1-3	7+ 'O'/Standard Grades 1-3
TVEI:				
(1) Work experience in S3 or S4	69	66	76	76
n	(232)	(223)	(132)	(84)
Rest of Scotland:				
(2) Work experience in S4	25	17	10	7
n	(1516)	(1796)	(1514)	(1424)

(1) Based on TVEI questionnaire in cohort survey, 90% sample.
(2) Based on leaver survey, 10% sample.

Source: SYPS 1987

Table 7

Part-time work during term-time (percentages)

	All	Male	Female
All leavers			
Ever had part-time job	45	30	57
Part-time job:			
S4	36	32	39
S5	45	36	51
S6	53	41	63

n=3902

Source: SYPS 1987

Table 8

Part-time job in last year of school 1979 - 1987 (percentages)

	1979	1983	1985	1987
All	44	42	48	43
M	42	38	39	38
F	47	45	55	46
	(n=5889)	(n=6846)	n(n=2816)	(n=3749)

Sources: SYPS 1979, 1981, 1985 and 1987

Table 9

SCE Attainment by Part-time Jobs (percentages)

	No 'O'/Standard Grades 1-3	1-3 'O'/Standard Grades 1-3	4-6 'O'/Standard Grades 1-3	7+ 'O'/Standard Grades 1-3
Ever had part-time job	25	34	35	29
n	(1507)	(1609)	(1366)	(1233)
Part-time job in S4	30	42	30	32
n	(1199)	(1181)	(1227)	(631)
Part-time job in S5	30	41	53	45
n	(227)	(426)	(555)	(570)
Part-time job in S6	43	46	56	52
n	(14)	(84)	(270)	(385)

Source: SYPS 1987

Note: Percentages shown are based on the number of pupils in each attainment band in the relevant school year(s).

Table 10

Work experience and part-time jobs (percentages)

	Work experience & part-time job	Only work experience	Only part-time job	Neither
All pupils				
ever (n=3939)	8	12	36	44
In S4 (n=3873)	6	11	31	52
In S5 (n=1660)	3	5	41	51
In S6 (n=751)	3	3	50	44

Source: SYPS 1987